

READING SPINE OVERVIEWS

EYFS

YEAR ONE

YEAR TWO

YEAR
THREE

YEAR
FOUR

YEAR
FIVE

YEAR
SIX

ST LUKE'S
LOVE TO READ
SPINES

GENRE OVERVIEW

THEME OVERVIEW

RATIONALE and
UNDERLYING
PRINCIPLES

SPECIAL DAY
BOOKS



INTENT and RATIONALE

The aim of this reading spine is to provide a progressive and cohesive list of books and texts which will be studied over the course of the year through whole-class guided reading and as part of a rich and challenging English curriculum

The idea is that throughout the time that children spend at St Luke's, they experience rich and challenging texts on which to build their understanding of the world and develop their comprehension and reading skills in readiness to access more complex books expected of them in secondary school.

The list contains a range of fiction, poetry and topic-appropriate non-fiction to develop an understanding of topics covered.

The spine is progressive not only in challenge but also in contextual understanding. Books have been plotted against key values and experiences that we want our learners to have a solid understanding of by the time they leave us.

This is an ever-evolving document which will take into account newly released books and other recommendations from the teaching profession.

- In KS1, picture books and short extract of the text provide the foundation of the spine. Three key texts are studied per half term. Where appropriate - and not tenuous – links are provided to the topic.
- In KS2, children will have two-three longer novels to study per year. These will be supplemented with additional texts (non-fiction, picture books) which will provide either additional knowledge or a greater context in which to understand.
- Each year group has a Love to Read spine. These are books which will be read to the children daily to provide a passion for reading and to ensure that our children get a rich diet of high-quality texts and authors.

RESEARCH

This list has been curated following reading research by Doug Lemov (Reading Reconsidered). Texts have been chosen which contain either: archaic language, non-linear time sequences; are narratively complex; contain figurative or symbolic messages; or are resistant texts.

Furthermore, the spine has been designed around the key principles shared by Mary Myatt.

Texts have been selected to:

- Provide a foundation of information to reason and problem solve the curriculum and the world around us
- provide the hinterland and background context for what is being studied
- provide children with rich dense texts which add an appropriate cognitive load and challenge for pupils
- contain tier two and tier three vocabulary: they keys to scholarship.
- increase the demand and level of challenge within classrooms
- contain honest and integral expert knowledge which can be critiqued and debated



Genre Progression and Overview



| | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--------------------|--|--|--|--|---|---|--|
| Fiction | Fairy Stories | Jack and the Beanstalk | | | | | |
| | Traditional Tales | The Three Little Pigs | Little Red Riding Hood Little Red | Egyptian Cinderella | | | |
| | Modern Fiction <i>(fantasy, historical fiction, contemporary fiction, mystery, and science fiction)</i> | The Teddy Robber Coming to England Here we Are Lost and Found Mixed The Storm Wale The Proudest Blue The Green Ship | The Tear Thief Gorilla Toby's Diary: Great Fire of London The Fire Cat The Lighthouse Keeper's lunch Mousehole Cat The Day the Crayon's Quit Jumajnji | Ug Stone Age Boy Corinthian Girl Leon and the Gorgon's Curse Krindlekrax | Escape to Pompeii Stone girl, bone girl Odd and the Frost Giants The Last Bear | Journey to the River Sea <i>(historical)</i> The Boy in the Tower <i>(sci fi)</i> Darwin's Dragons <i>(fantasy)</i> The Boy who Swam with Piranhas <i>(contemporary)</i> | The Boy in the Striped Pyjamas <i>(historical)</i> Wonder <i>(contemporary)</i> Pig Heart Boy <i>(contemporary)</i> |
| | Classic / Archaic Fiction/ Fiction from literary heritage | Dogger The Velveteen Rabbit Fantastic Mr Fox | Flat Stanley | | Beowulf | Oliver Twist <i>(historical)</i> | A Midsummer Nights Dream Woman in White <i>(mystery)</i> |
| | Myths | | | Greek Myths | Beowulf Myth Atlas | | |
| | Legends | | | | Beowulf | The Chocolate Tree | |
| | Books from other cultures / traditions | The Proudest Blue | A Story about Afiya The Papaya that Spoke The Magic Paintbrush | The Water Princess River Stories Egyptian Cinderella | Beowulf | The Chocolate Tree (Mayan Folktale) | Welcome to Nowhere by Elizabeth Laird |
| | Picture Book | The Rainbow Fish Here we Are Lost and Found Mixed | The Tear Thief Gorilla The Day the Crayon's Quit The Beach Little Red Jumanji | The First Drawing The Rhythm of Rain Greenling Scarab's Secret | Escape to Pompeii The Pebble in My Pocket The Tunnel Voices in the Park | Rain Player Armstrong Island: Galapagos | The Lost Thing The Red Tree Memorial The Terrible Things: An Allegory |
| | Graphic Novel | | | An Egyptian Adventure | | | Anne Frank: Graphic Adaptation |
| | Playscripts | | | | | | A Midsummer Night's Dream |
| Non-Fiction | Non-Fiction | Can I build another me? Toys One Day on the Blue Planet | The Great Race The Great Fire of London The Beach | Tutankamun Europe: Everything you wanted to know | The Romans Viking Voyagers | Where we once stood Origin of Species You wouldn't want to be a Victorian | Horrible Histories WW1&2 |
| | Explanation | Every house on every street | How Cities Work The Street Beneath my Feet | | Roman Soldier's Handbook The Pebble in my Pocket | | Human Body: Odyssey |
| | Instructional Texts | | | | | How to be a Victorian | |
| | Reference books | | | | Viking Voyagers Myth Atlas | Charles Darwin: Beagle Adventure | Shackleton's Journey by William Grill |
| | Biographical / Autobiographical | | Florence Nightingale Mary Seacole Rescue and Jessica | | | Where we once stood Counting on Katherine The Extraordinary Life of Steve Jobs Fantastic People who dared to fail | Survivors Race to the Frozen North Malala Ruby Bridges: This is your Time |
| Poetry | Contemporary Poetry | What we found at the seaside by Katie Williams | The Magic Box by Kit Wright | Playgrounds by Berlie Docherty | A Message to the Moon | The Lost Words | The Hills we Climb |
| | Classic Poetry | Please don't feed the Animals: Robert Hull | Hurt no Living Thing by Christina Rossetti | Dear March by Emily Dickinson | Pike by Ted Hughes | Song of Old Time | Dulce et Decorum Est The Highwayman |



Key Themes Progression and Overview



| | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|-------------------------|----------------|---|--------------------------|--|---|--|--|
| St Luke's Values | Love | Dogger | The Tear Thief | Greenling Krdinlekrax | Last Bear | Boy in the Tower | Wonder Boy in the Stripes Pyjamas |
| | Courage | Lost and Found Jack and the Beanstalk | The Great Fire of London | Ug Stone Age Boy Scarab's Secret | Beowulf Vikings Last Bear Escape from Pompei | Journey to the River Sea Where we Stood Fantastic People who Dated to Fail | Wonder Pig Heart Boy Welcome to Nowhere Ruby Bridges The Terrible Things Race to Frozen North |
| | Hope | Teddy Robber Velveteen Rabbit Coming to England Here we Are Greenship Fantastic Mr Fox | The Tear Thief | Water Princess River Stories Corinthian Girl | Last Bear | Armstrong Where we Stood | Wonder Pig Heart Boy The Island Memorial |



Key Themes Progression and Overview



| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|---|---|---|-----------------------------------|--|--|
| Diversity | Proudest Blue Coming to England | Afiya The Magic Paintbrush | The Egyptian Cinderella | Escape from Pompeii Myth Atlas | Journey to the River Sea Boy in the Tower Rain Player Counting on Katherine | Wonder Pig Heart Boy Welcome to Nowhere Malala Ruby Bridges The Island The Hills we Climb |
| Inclusion | Proudest Blue | Rescue and Jessica | | Myth Atlas | The Boy who Swam with Piranhas Counting on Katherine | Wonder Pig Heart Boy The Red Tree Welcome to Nowhere Malala Ruby Bridges The Island The Hills we Climb |
| Human rights | | | Corinthian Girl | | | Pig Heart Boy The Boy in the Striped Pyjamas The Terrible Things Welcome to Nowhere Malala Ruby Bridges The Island The Hills we Climb |
| BAME | Proudest Blue Coming to England | Afiya the Magic Paintbrush Mary Seacole | The Egyptian Cinderella Mary Seacole Biography | | Counting on Katherine | Race to the Frozen North Welcome to Nowhere Malala Ruby Bridges The Island The Hills we Climb |
| British Values (democracy; the rule of law; individual liberty; mutual respect) | Please do not feed the animals Proudest Blue | The Street Beneath my Feet | The Water Princess | The Last Bear | Fantastic People who Dared to Fail | Wonder The Lost Thing Dulce Decorum Est Memorial Welcome to Nowhere Malala Ruby Bridges The Island The Hills we Climb |
| Planet – Save the planet | One Day, Blue Planet Stormhale | The Beach The street beneath my feet | River Stories | The Last Bear | The Island Darwin's Dragons The Beagle Adventure Journey to the River Sea | |
| Female Role Models | Proudest Blue Coming to England | Afiya | Egyptian Cinderella | | Counting on Katherine | Skyward Anne Frank Survivors Malala Ruby Bridges The Hills we Climb |
| Poverty | | | | | Journey to the River Sea Boy in the Tower Oliver Twist | Race to the Frozen North |
| Mental Health | | | | | Boy in the Tower | Wonder The Lost Thing |



Love to Read Spines



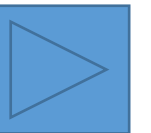
Y1 LOVE TO READ SPINE



Y2 LOVE TO READ SPINE



Y3 LOVE TO READ SPINE





Love to Read Spines – KS2



Y4 LOVE TO READ SPINE



Y5 LOVE TO READ SPINE



Y6 LOVE TO READ SPINE





Y1

Reading Spine Overview



RATIONALE

The children will apply their growing phonics understanding to a range of picture books. The children will experience their first chapter book in summer 2 where they will study, in detail, Fantastic Mr Fox.

CORE TOPIC TEXTS OVERVIEW

| AUT1 CHILDHOOD | AUT2 TOYS | SPR1 STUDY OF UK | SPR2 LOCAL STUDY | SUM1 LANDY AHOY! | SUM2 TBC |
|--|---|--|--|--|---|
|     |    |    | <p>Poem What we found at the seaside by Katie Williams.</p> <p>What we found at the seaside Waves purling wind stirring gulls chucking crabs scuttling spray splashing fish dashing shells shimmering pebbles glimmering pools gleaming weeds clearing rocks crumbling stones tumbling sand sliding with the tide Kate Williams</p>    |    <p>The Story of Pirate Tom (Talk 4 Writing)</p> |    <p>Poem Please do not feed the animals by Robert Hull.</p> |

LOVE TO READ SPINE





Y2

Reading Spine Overview



RATIONALE

Y2 is all about the children now applying their phonics to a range of text types independently. This range of texts has been chosen as a range of high quality texts. Some link to the topic whereas others do not. The children will begin to experience longer chapter books as they near the end of KS1.

CORE TOPIC TEXTS OVERVIEW

| AUT1 <i>BRIGHT LIGHTS, BIG CITY</i> | AUT2 <i>GREAT FIRE OF LONDON</i> | SPR1 WORLD | SPR2 <i>BOURNEMOUTH LOCAL STUDY</i> | SUM1 <i>MEIDCAL HEROES PAST</i> | SUM2 <i>MEDICAL HEROES PRESENT</i> |
|--|--|---|--|--|--|
|  <p>Poem Hurt no living thing by Christina Rossetti</p> |  |  <p>The Papaya that spoke by Pie Corbett</p> |  <p>Poetry The Magic Box by Kit Wright</p> |  |  |

LOVE TO READ SPINE





Y3



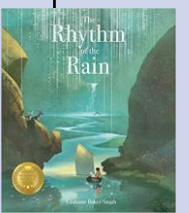
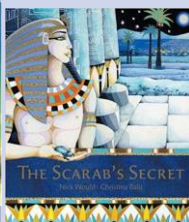
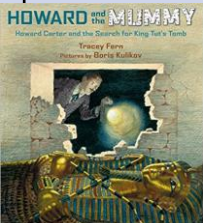
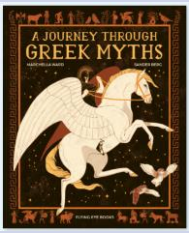
Reading Spine Overview



RATIONALE

In year 3, children look at longer picture based books and there is an increase in chapter books with more substantial novel studies taking place in Autumn term. As Y3 have some big historical topics, the reading spine reflects the need for knowledge acquisition. Children get into more figurative texts which focus more and non literal understanding. Structure and summary are important features of Y3 non-fiction understanding.

CORE TOPIC TEXTS OVERVIEW

| | AUT1 PREHISTORIC BRITAIN | AUT2 RIVERS | SPR1 EGYPT | SPR2 EGYPT | SUM1 ANCIENT GREECE | SUM2 MODERN GREECE |
|--|--|---|--|--|--|---|
| MAIN NOVEL STUDIED (WHOLE BOOK STUDY) |   |  |  | |  |  |
| WHOLE CLASS READING TEXTS / EXTRACTS NON-FICTION POETRY PICTURE BOOKS EXTRACTS OF NOVELS |  |    |   |   |   |  |
| | POETRY Playgrounds By Berlie Docherty | | | POETRY Dear March by Emily Dickinson | | |

LOVE TO READ SPINE



EYFS

Y1

Y2

Y3

Y4

Y5

Y6



Y4

Reading Spine Overview



RATIONALE

In year 4, most children are able to read fluently and these texts have now been chosen due to an increase in challenge. Texts have an increase in vocabulary challenge which allows vocabulary to be taught, understood and applied. Compared to Y3, there is a greater emphasis on longer texts to allow for the explicit teaching of skimming and scanning strategies. There are fewer books studied in year 4 but the emphasis is on an increase lexical value to increase fluency. Narratives have been selected for challenge (vocabulary, non-linear sequences and resistant texts).

CORE TOPIC TEXTS OVERVIEW

| | AUT1 ROMANS | AUT2 EARTHQUAKES/ VOLCANOES | SPR1 VIKINGS | SPR2 ANGLO SAXONS | SUM1 | SUM2 CLIMATE ZONES |
|---|----------------|---|-----------------|---|---|-----------------------|
| MAIN NOVEL STUDIED (WHOLE BOOK STUDY) | | <i>Class reader from Love to Read books</i> | | <i>Class reader from Love to Read books</i> | <i>Class reader from Love to Read books</i> | |
| WHOLE CLASS READING TEXTS / EXTRACTS NON-FICTION POETRY PICTURE BOOKS EXTRACTS OF NOVELS | | | | | | |

LOVE TO READ SPINE



EYFS

Y1

Y2

Y3

Y4

Y5

Y6



Y5

Reading Spine Overview



RATIONALE

It is imperative to us at St Luke's that the children experience gripping fiction to promote a love of reading and the main novel drivers here have been selected for their engaging story lines and unique plots. Non-fiction texts are studied to provide additional context for learning, including the increase in reference-type non-fiction as we understand that children will begin to place a greater reliance on non-fiction information sources to support learning and understanding.

CORE TOPIC TEXTS OVERVIEW

| | AUT1 Hola Mexico | AUT2 Earth and Space | SPR1 | SPR2 Rainforests | SUM1 Victorians | SUM2 Young Enterprise |
|---|--|--|--|--|--|--|
| MAIN NOVEL STUDIED (WHOLE BOOK STUDY) | | <i>Class reader from Love to Read books</i> | | | | |
| WHOLE CLASS READING TEXTS / EXTRACTS NON-FICTION POETRY PICTURE BOOKS EXTRACTS OF NOVELS | | | | | | |
| | Rationale behind text choice | Rationale behind text choice | Rationale behind text choice | Rationale behind text choice | Rationale behind text choice | Rationale behind text choice |

LOVE TO READ SPINE





Y6

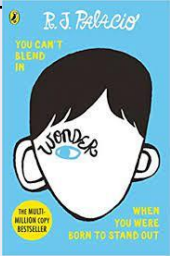
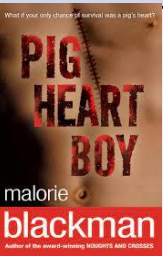
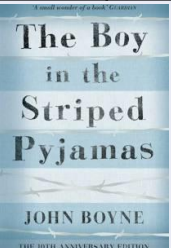
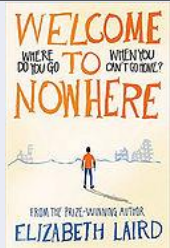
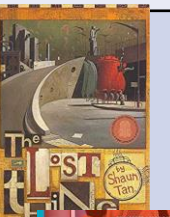

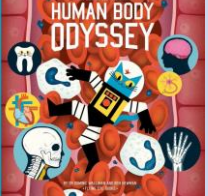
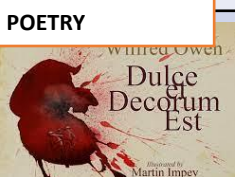
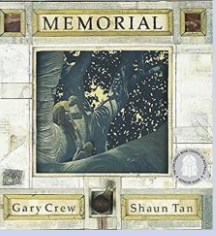





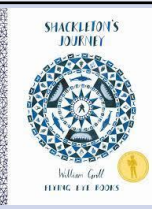
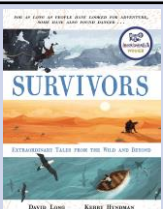
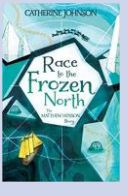
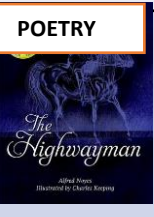

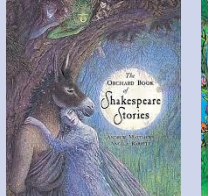
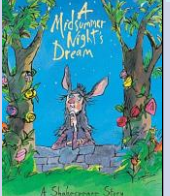

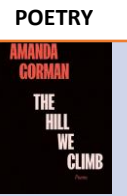

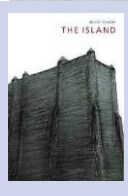
Reading Spine Overview



RATIONALE

At the end of year six, our readers will have experienced a range of story types and authors. In year six, texts are chosen for their powerful themes and key ideas – selected to initiate debate, critique and thinking skills. Key themes and values, including human rights and diversity, are studied to ensure that our children go into our communities with a global understanding of the world around them.

CORE TOPIC TEXTS OVERVIEW

| | AUT1 Blood Heart | AUT2 WW1 | SPR1 WW2 | SPR2 FROZEN KINGDOM | SUM1 | SUM2 CIVIL RIGHTS / MIGRATION |
|---|---|--|--|---|---|--|
| MAIN NOVEL STUDIED (WHOLE BOOK STUDY) |   | |  | <i>Class reader from Love to Read books</i> | <i>Class reader from Love to Read books</i> |  |
| WHOLE CLASS READING TEXTS / EXTRACTS NON-FICTION POETRY PICTURE BOOKS EXTRACTS OF NOVELS |    | POETRY   |      |    | POETRY     |     |
| | Rationale behind text choice | Rationale behind text choice | Rationale behind text choice | Rationale behind text choice | Rationale behind text choice | Rationale behind text choice |

LOVE TO READ SPINE

